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ABSTRACT

This first year report describes the educational philosophy and organization of a Saturday school program aimed at ameliorating emotional or learning difficulties in 4-year-old children. The evaluation of the project during its first year focused on 42 different product and process objectives and was concerned with the project's impact on children, parents, and staff. The program's goal was to provide a close home-school continuum to reinforce the development of skills that will facilitate later learning: language skills, hand-eye coordination, math and science concepts, auditory and visual discrimination, gross motor skills, the creative arts, as well as social growth. The results, which have been statistically analyzed in the report, clearly indicate that the Saturday School program has been effective with students, parents, and teachers: (1) the students have shown growth in both cognitive and affective areas; (2) the parents have shown increasingly positive modes of perceiving and interacting with their children; and (3) the teachers were found to have increased use of appropriate teaching techniques and interacted more positively with both children and parents. (CS)

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Saturday School: A Success Story

A School & Home Learning Program For Four Year Olds

Parent-Child Early Education Program
Ferguson-Florissant School District

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Early Education
A Comment:

Educators who have long been disturbed by the evident inability of school remedial programs to remedy educational deficiencies in young children, and who have watched the academic disadvantage with which some children enter the first grade grow and deepen in the primary years, are deeply concerned to know if the fault lies in the educational system itself or in something which happens—or does not happen—to children before they enter school. Is a child "set" for success or failure in school by his experiences in the earliest years of his life?

The question cannot easily be avoided, since already we have exhausted a long list of possible remedies for the defeat, passivity, and rejection which overwhelm many of our children in school—and still the problems persist. We now need to look at a part of the equation which we have been leaving out: the incredibly productive years from birth to five or six, when all children *do* learn, and do so with an intensity, effectiveness, and retention which they may never again experience. What is learned in those years, in attitudes, perception of the world, and concept of self, may be so well learned that no later education can change it. If so, what we call the preschool years are really those in which the most significant schooling of all takes place.

From the Title III Quarterly, by

Miss Kay Curley-Chief

Member, National Advisory Council
on Supplementary Centers and Services

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The Program's First Year, 1971-2.

A Report:

All four year olds living in the district are eligible to enroll, including children with special problems and handicaps.

During the first year, the district wide program:

✓ enrolled
820, approximately 70% of the district's four year olds.

✓ employed
25 half-time teachers.

10 part-time consultant specialists representing the following special fields: testing and evaluation, learning disabilities, special education, speech and language, audiology, child psychology and family counseling.

one part time disseminator, responsible for public and parent directed materials, including the Home Activity Guide.

✓ involved
over 95% of the parents as teaching partners in the classroom.

approximately 60 high school and college student volunteers as teacher aides, with some working individually with certain children.

The per pupil cost of the program was approximately $175.

This program is funded under Title III, ESEA.

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School and Home Join Hands

to form an effective teaching partnership

At School on Saturdays, four year olds attend a morning or afternoon class.

At Home through the week, parents informally continue the learning experiences.

Parents come into the classroom; teachers go into the home.

AT SCHOOL ON SATURDAYS, four year olds attend either a morning or afternoon class in the kindergarten room of a neighboring elementary school.

AT HOME THROUGH THE WEEK, parents continue the learning experiences with skill development games and activities. Parents receive weekly activity guides suggesting things to do at home.

PARENTS COME INTO THE CLASSROOM to teach during the small group instruction periods. Their fair share is a turn at teaching once every six weeks. Their participation makes possible a classroom ratio of one adult for every four to six children.

TEACHERS GO INTO THE HOME for regularly scheduled teaching visits. Each child's needs determine how frequently he is visited: 75% are seen weekly; some twice a week; others, twice a month.

THE LEARNING ACTIVITIES AT HOME AND SCHOOL focus on the development of skills that will facilitate later learning: language skills, hand-eye coordination, math and science concepts, auditory and visual discrimination, gross motor skills, the creative arts, as well as social growth.

GROWTH EXPERIENCES FOR PARENTS are an equally important part of the program. They have an opportunity at school and during home visits to observe appropriate techniques for teaching young children.

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A Close Look at Every Child

by teachers, parents, . . . and specialists, as needed

AN INITIAL EVALUATION OF EACH CHILD'S needs and abilities is made by his teachers and parents before the start of school. These are carefully reviewed and those children who evidence a need receive further indepth diagnosis.

MORE THAN 40% OF THE CHILDREN EVIDENCED THIS NEED for further evaluation due to visual, hearing, or speech impairment; low intellectual functioning; emotional problems; language difficulties; or perceptual disorders.

CHILDREN WITH SPECIAL PROBLEMS AND HANDICAPS are integrated into the regular classroom program.

THE BROAD RANGE OF SERVICES provided by staff specialists to children with special needs includes: prescribing a personalized program; through the year guidance and counseling with the child, his teacher, and parents; and continued classroom observation and contact.

TEACHERS HAVE FREQUENT CONTACT WITH SPECIALISTS at weekly inservice and as specialists visit schools on Saturday. This affords teachers a unique opportunity to discuss any problems they may encounter with students.

MANY OF THE STUDENTS' LEARNING PROBLEMS WERE REMEDIATED by the close of the Saturday School year because of the project's comprehensive testing, diagnosis, and follow through.

The evaluation of every child includes hearing and vision testing.

Approximately 40% of the students indicated a need for further indepth diagnosis.

Children with special problems are assessed by all staff specialists.

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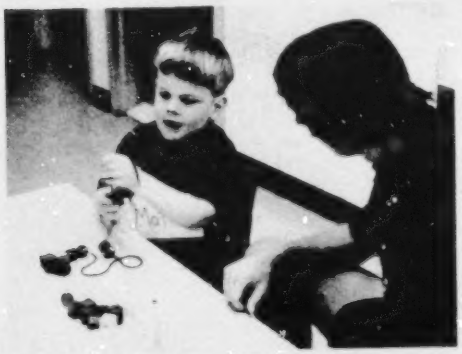
Teachers brief parents; parents then instruct small groups of children.

School on Saturday gives fathers an opportunity to participate.



High School students in Child Care and Development classes assist in Saturday School. Here a blind student receives individual attention.

A Day at School

with 20 classmates

CHILDREN FROM TWO OR THREE NEIGHBORING SCHOOLS come to one Saturday School Center, where two or three classes of 20 are each staffed by a teacher, parent volunteers, and high school aides.

TEACHERS MEET WITH EACH TEACHING PARENT before the children arrive to outline and demonstrate their teaching assignment. Parents receive a parent activity card that serves as reference and reassurance. Although most of the parent-teachers are mothers, many fathers participate too. All centers have an occasional "fathers only" day.

A TYPICAL SCHEDULE for the students' two and one-half hour school day includes:

OPENING ACTIVITIES - The class meets together for a brief learning activity and to sing and meet the parent-teachers.

SMALL GROUP INSTRUCTION PERIODS - The children rotate in small groups to four learning centers. A permanently stationed parent or teacher conducts the 15 minute activity periods for each group.

One activity may be in language development, another math concepts, another gross motor, another a creative experience. These activities provide flexibility for the individual differences in children.

CREATIVE PLAY - an independent play period.

CLOSING ACTIVITIES - The children reassemble for a song and story.

THE PARENTS' ACTIVE PARTICIPATION at school affords them a unique opportunity to see their child perform in relation to others his own age.

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A Week at Home

in an enriched environment

DIRECT INVOLVEMENT OF PARENTS in the program has increased their awareness of the many ways in which the HOME is a learning center and the PARENT a teacher.

PARENTS RECEIVE A WEEKLY HOME ACTIVITY GUIDE that suggests a broad range of games and activities relating to the skills being taught at school. During home teaching visits the teachers indicate which activities will most benefit each individual child.

PARENTS ARE ENCOURAGED TO "SPONTANEOUSLY" INTRODUCE, rather than formally present, the learning activities into their child's daily schedule.

MANY PARENTS REPORT THAT THE RELATIONSHIP with their child improves immeasurably during the year because they take more time to talk with, and spontaneously teach, their child.

REGULARLY SCHEDULED HOME TEACHING VISITS, with one child or a few neighboring children, include the parents as well. DURING THE 30-45 MINUTE VISIT the teacher discusses the previous week's progress; involves the child and parent in three to six learning activities; and lets the four year old select a book from the lending library.

HOME VISITS PROVIDE TEACHERS with an opportunity to individualize the program to meet each student's needs and to know the child in a way classroom contact alone would not permit.

CHILDREN WITH LEARNING OR COMMUNICATION PROBLEMS are visited regularly by a specialist or teacher-specialist once or twice a week.

The "classroom" at home may be any time, anywhere.....workshop or kitchen.

Home Teaching Visits may be with one child or a few. Mothers participate too.

Children with special problems are seen regularly by language or learning disability specialists.

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Made to Measure

PRE AND POSTTESTING included measures of mental age, language age, and visual-motor integration.

PARENTS ALSO EVALUATED their child's development on a 65 skill and behavior checklist at the beginning and close of the year.

TEACHERS RATED the children on an adjustment and self-esteem scale.

CHILDREN WHO EVIDENCED A NEED, received further indepth diagnosis for speech, learning problems, or possible mental retardation.

VISION AND HEARING TESTS were given to every child at the start of the school year.

THE ENTERING KINDERGARTEN SCORES of the program's first year students included cognitive skill comparisons between students with no preschool experience and students with some kind of preschool experience.

PARENT AND TEACHER COMPETENCIES were evaluated at the beginning and close of the year as well.

THE PROGRESS OF SATURDAY SCHOOL students will continue to be measured through the first year of the primary unit.

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Gains and Growth

A FIRST YEAR GOAL was that during the seven months between testings, each child would show an eight months' gain in: intellectual growth, language development, and visual motor skills.

THE END OF THE YEAR EVALUATION showed that a large majority of the children exceeded these expectations. (See Table 1)

THE AVERAGE GAINS made by the total number of children enrolled were:

- 16 months in intellectual growth
- 13 months in language development
- 10 months in visual-motor skill development

THE GAINS MADE BY THE THIRD of the children with the lowest entering scores, including many of those children found to have various PROBLEMS AFFECTING THEIR LEARNING, were even greater:

- 17.7 months in intellectual growth
- 21.0 months in language development
- 16.0 months in perceptual skill development

CHILDREN INITIALLY SCORING IN THE MIDDLE THIRD gained an average of:

- 16 months in intellectual growth
- 12 months in language development
- 8 months in perceptual skill development

THE UPPER THIRD showed the least significant gains:

- 14 months in intellectual growth
- 4 months in language development
- 7 months in perceptual skill development

THE CHILDREN'S FEELINGS ABOUT THEMSELVES and their relationships with others showed equally significant gains. (See Table 4)

THE PROGRESS MADE BY THE CHILDREN WITH SPECIAL PROBLEMS OR HANDICAPS was particularly significant. Many learning difficulties had been remediated by the end of the year!

GAINS MADE BY THE 18 CHILDREN diagnosed as truly LEARNING DISABLED were especially significant, particularly in the areas of language and motor development. By the close of the year 12 were functioning at levels commensurate with their chronological age. (See Table 7)

Of the 33 students recommended for testing, 11 WERE DIAGNOSED as falling within the LEVELS OF BORDERLINE OR MILD RETARDATION. At the close of the year only three pupils still fell within these levels of retardation.

The 241 PUPILS IDENTIFIED AS HAVING EMOTIONAL PROBLEMS showed a marked improvement by the end of the year in their behavioral patterns and ability to adjust. (See Tables 8 and 9)

UPON ENTERING KINDERGARTEN, SATURDAY SCHOOL STUDENTS and students with other preschool experience scored significantly higher on cognitive tests when compared to students with no preschool experience. Saturday School students scored higher than students with other preschool experience on the total test, as well as on two of the sub-tests. In no case did students with other preschool experience score significantly higher than Saturday School students. (See Tables 2 and 3)

PARENTS SHOWED GAINS as well. There were statistically significant changes in their abilities to interact with their children, in awareness of the child's needs, and their use of more appropriate reinforcement and motivation techniques. (See Tables 10 and 11)

TEACHERS' COMPETENCIES improved by the end of the year in all areas: among them, appropriate teaching techniques; awareness of children's needs; relationships with parents; relaying effective teaching methods to parents. (See Table 13)

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An Ounce of Detection,

can save a pound of cure!

The preceding figures and facts and the following tables and interpretations tell only a part of the success story. The picture is incomplete unless also viewed in terms of the individual child and his parents---the Toms, Sues, Janes, Kevins and their mothers and dads ---who spent a year in the program and personally felt its impact.

APPROXIMATELY 40% OF THE FIRST YEAR STUDENTS were found to have some kind of problem affecting their learning. These 347 students represent a broad range of problems--- not only in nature, but in degree. Meet a representative few*

Karen had all the earmarks of an emotionally disturbed, mentally retarded child. Her parents were extremely anxious about her emotional outbursts and inability to learn the simplest of things. She was unable, for example, to identify colors, even after often repeated attempts to teach them to her.

Despite this, a few inconsistencies in her test pattern and performance indicated she might have a capacity for learning beyond that which she had shown.

Prescriptions for learning and behavior modification were designed for both home and school so parents and teachers could use consistent patterns of motivation and positive reinforcement. The specialist's home teaching visits concentrated on concept and language development, as well as modification of the mother's method of teaching Karen and controlling her behavior.

By the close of the year, Karen tested well within the normal range of intellectual functioning. Her behavior had modified to the point where she could enter the regular kindergarten class and achieve success. By mid year, she was beginning to read!

* * *

At the age of three, Harold was diagnosed by a leading clinic as being severely retarded. There was initially little surface evidence to question this diagnosis.

He did not initiate conversation, but would repetitiously echo any statement made to him without comprehending its meaning. He did not even understand the concept of yes and no. He would unaccountably do something, not once but ten times (i.e., run back and forth to wash his hands over and over and over, etc.)

The special education specialist noted, however, that Harold had learned to read precociously on his own. But there was no indication that he really understood what he was reading.

Through interview and observation the special education specialist reconstructed Harold's particular style of learning and prescribed a unique system of teaching him language. Very simply stated: He started with learning the concept of the printed word and worked toward comprehension of the spoken word. He is being seen weekly by both the language and learning disability specialists.

*Harold is presently diagnosed** as having well above normal intelligence, but with a severe associative learning disability that can, perhaps, gradually be surmounted through utilization of appropriate teaching methods.*

* * *

*The names have been changed. The facts of their cases have not.

**Program specialists have the advantage of observing a child over a period of time in a number of varying circumstances: at home, school; in learning and social situations. Clinic diagnosticians frequently see the child for a limited period of time in only a testing situation.

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Jack, blind from birth, came from a home environment that offered every stimulus for learning except through sight. Yet his ability to express himself verbally was significantly below that which could be accounted for by blindness alone.

The hearing testing by the program's audiologist and subsequent indepth examinations by a private agency for the deaf, revealed marked hearing loss in both ears. Jack was fitted with hearing aids and an extensive language-learning program, developed by a staff specialist, was intensely carried through by his family.*

Following a summer language development course at a university clinic, he was accepted by the Missouri School for the Blind. A year earlier his ability to meet their entrance standards had been extremely doubtful due to his severe deficiency in language.

• • •

MOST TYPICAL OF THE VAST MAJORITY of cases are those who enter the program without their parents even detecting or suspecting a problem of any kind. These are the children who would enter the mainstream of the public school system to undoubtedly falter, perhaps even fail.

Cindy had exceptionally good expressive language skills, but she could not listen, comprehend what she heard, or follow simple directions.

The specialist and Cindy's parents worked with her on auditory association, memory, and comprehension skills.

At the beginning of the year Cindy had a deficit of one year, six months in auditory skills. By the close of the year these skills were found to be six months above her age level.

• • •

Stacey had a specific disability detected through testing. She could not label things, even common objects around the house. She could not identify an object as a book even after being told, "This is a book."

The language development specialist concentrated on labeling through all the senses: seeing it, feeling it, tasting it, and hearing what it was called.

At the beginning of the year Stacey had a vocabulary deficit of one year, three months. At the end of the year her vocabulary skills were found to be one year, six months above age level: two years, nine months gain.

• • •

Joe had a serious auditory memory problem. He could not remember what happened the day before, the hour before, or what he had just been told. Although quite verbal, he did not fully understand what he was saying, nor react properly to the spoken word.

*The communication specialist improved Joe's auditory memory by pairing it with his strong visual memory skill. She taught him to visualize a picture of what he was hearing and to repeat simultaneously with silent lips what he heard. His mother, initially surprised that any problem existed, worked with him diligently throughout the year.***

Joe's kindergarten teacher reports she can see his concentrated effort to remember and lip movement is still evident ---but he is remembering and meeting with success.

• • •

This program provides MORE than early education. It also provides comprehensive testing, diagnosis, and treatment. THIS EARLY DETECTION AND APPROPRIATE INTERVENTION MAKES A DIFFERENCE. For many of the program's students, it may have prevented more serious, long-lasting learning problems.

*Children requiring certain types of testing or indepth diagnosis may be referred to private or public agencies.

**The nature of the program provides opportunities to affect change in the home and enlist parent help and cooperation, without which success would be limited.

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From Four to Five

Implications for the Kindergarten Program:

SATURDAY SCHOOL TEACHERS CONVEY PERTINENT INFORMATION about each student to the kindergarten teacher who will receive him. This is done at an end of the year in-service so the teachers can confer personally as they pass on the records.

CURRICULUM ADJUSTMENTS already have been made in the kindergarten program because of the significant overall gains of the Saturday School students. Reading is a part of the curriculum for the majority of the kindergarten children.

PARENT PARTICIPATION IN THE CLASSROOM, initiated in Saturday School, is now continuing into the kindergarten. This allows for continued small group instruction.

OCCASIONAL HOME VISITS TO ALL STUDENTS by their kindergarten teachers are being scheduled.

SPECIAL SERVICES ARE CONTINUING for former Saturday School students with learning problems. The program's specialists provide follow-up and suggest appropriate teaching techniques. Title I teachers in designated Title I schools provide direct service through individualized teaching.

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Table Talk

The Program's Impact: An Evaluation

The evaluation of the project during its first year centered around some 42 different product and process objectives. These objectives were concerned with the project's impact on three different groups: CHILDREN, PARENTS, and STAFF. Obviously, it is not possible to report findings concerning all 42 objectives. Therefore, a selection has been made to convey, in part, the impact the project has had on each of these three groups.

THE FOLLOWING FINDINGS ILLUSTRATE, in this order,

The program's impact on the CHILD

The ways in which PARENTS have changed

The project's influence on TEACHERS

FOURTEEN TABLES and their interpretation by the project's evaluator follow.

PROJECT EVALUATOR:

Alice Klein, Ph.D.
Asst. Professor of Education
University of Missouri, St. Louis

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Where it Counts! The Child

First, a Look at All the Children

STUDENTS' STANDARDIZED SCORES: Before and After

ALL OF THE PROGRAM'S FOUR YEAR OLDS were administered a battery of three tests at the beginning of the program year and again, seven months later, at the end of the program year. The tests used were:

The Slosson Intelligence Test (1971), which yields a mental age score;

Sub-test 3 of the Sievers Differential Language Facility Test (1957), which yields a language age score; and

the Beery Test of Visual Motor-Integration (1967), which yields a perceptual age score.

The results may be seen in Table 1.

Table 1

Results of Preliminary Screening Battery Administered at the Beginning and End of the Program Year: Slosson Intelligence Test, Sievers Differential Facility Test (Subtest 3), and the Beery Developmental Test of Visual Motor Integration (N=752)

Name of Test		Mean	Standard Deviation	t	p	Ranges of Scores
Slosson (M.A.)	Pre	61.60	10.29	51.03	<.01	24-92
	Post	77.40	10.76			39-112
Sievers (L.A.)	Pre	51.91	11.56	27.58	<.01	24-81
	Post	65.17	10.23			33-84
Beery (P.A.)	Pre	53.40	10.42	30.79	<.01	33-95
	Post	63.77	10.08			33-112

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THERE WERE STATISTICALLY SIGNIFICANT CHANGES in all three tests with higher mean scores obtained in the end of the year administration of the battery.

Since the AVERAGE CHRONOLOGICAL AGE OF STUDENTS ENTERING in the fall of 1971 was 54 months, it was expected that their average mental, language, and perceptual ages would also be approximately 54 months. The data in Table 1 show that the average entering MENTAL age was seven and one-half months higher than expected, while the average entering LANGUAGE AND PERCEPTUAL ages were only slightly lower than expected.

UPON EXIT FROM THE PROGRAM, the average chronological age was 61 months. The average MENTAL age obtained in this testing was 77 months, 16 months higher than is usually obtained in norming samples; the average LANGUAGE age was 65 months, four months higher than that usually obtained; and the average PERCEPTUAL age was 64 months, three months higher than is usually obtained.

THE MAJOR GOAL for the seven month period between testings was a gain for all pupils of at least eight months in mental, language, and perceptual age. The results exceeded expectations.

MENTAL AGE - The children made an average gain of 16 months during the seven months, with 86% of the students gaining eight or more months in mental age. The one-third of the pupils with the lowest entering scores gained the most: an average of 18 months. The middle third gained an average of 16 months, and the top third an average of 14 months.

LANGUAGE AGE - During the seven months between testings, the children made an average gain of 13 months in language age, with 67% of all pupils exceeding eight months' gain. Students scoring in the LOWEST ONE-THIRD on entering gained the most: an average of 21 months. THE MIDDLE THIRD gained an average of 12 months, and the TOP THIRD gained an average language age of four months.

PERCEPTUAL AGE - An average gain of ten months was made during the seven months, with 57% of all pupils gaining eight or more months in perceptual age. The ONE-THIRD of the pupils with lowest entering scores gained an average of 16 months; the MIDDLE THIRD an average of eight months; and the UPPER THIRD an average of seven months of perceptual age.

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SATURDAYS' STUDENTS COMPARED: The Kindergarten Follow-Up

UPON ENTRY INTO KINDERGARTEN, the Saturday School students were compared with pupils with no preschool experience who had entered kindergarten in the school district the previous year (the Control Group).

Scores on the Screening Test of Academic Readiness were used for this comparison. Table 2 summarizes the STAR battery results.

STATISTICALLY SIGNIFICANT RESULTS were obtained on five of the eight subtests of the STAR as well as on the Total scores.

ALL OF THESE SIX COMPARISONS showed that Saturday School students obtained higher mean scores than did this no preschool comparison group. Saturday School students tended to score higher in such areas of cognitive skills as:
Picture Vocabulary,
Letters,
Picture Description,
Relationships, and
Numbers.

THERE WERE NO DIFFERENCES between the two groups on:
Picture Completion,
Copying, or
Human Figure Drawing.

Table 2

Summary of Results Comparing PCEE Pupils Upon Entry into Kindergarten in Fall, 1972 (N=681) to Control Kindergarten Pupils Upon Entry into Kindergarten in Fall, 1971 (N=911) on the Screening Test of Academic Readiness

VARIABLE		Group	$\bar{X}$	Standard Deviation	F	P
STAR I	Picture Vocabulary	PCEE	9.12	2.12	6.43	<.025
		Control	9.43	2.24		
II	Letters	PCEE	6.41	2.49	33.12	<.005
		Control	5.61	2.88		
III	Picture Completion	PCEE	4.57	1.67	1.34	n.s.
		Control	4.48	1.60		
IV	Copying	PCEE	2.92	1.34	1.34	n.s.
		Control	3.00	1.31		
V	Picture Description	PCEE	6.18	1.76	16.06	<.005
		Control	5.82	1.81		
VI	Human Figure Drawing	PCEE	9.81	3.13	2.84	n.s.
		Control	9.53	3.32		
VII	Relationships	PCEE	6.73	1.39	19.45	<.005
		Control	6.40	1.57		
VIII	Numbers	PCEE	8.69	3.71	13.56	<.005
		Control	7.95	4.11		
Total		PCEE	54.98	11.40	19.00	<.005
		Control	52.26	12.93		

ADDITIONAL COMPARISONS were made between:
students who attended Saturday School,
students with other kinds of preschool experience, and
students with no preschool experience of any kind.

The STAR, administered in the fall of 1972, was the dependent variable. The results of these comparisons are in Table 3.

STATISTICALLY SIGNIFICANT RESULTS were obtained on every subtest but one as well as on the Total scores of the STAR. Only on the Copying subtest were the differences between the means of the groups not statistically significant.

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Table 3

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on the Screening Test of Academic Readiness

Variable	F	Group[1]	$\bar{X}$ and Duncan's Results[2]	Standard Deviation
STAR I Picture Vocabulary	13.63 p<.005	PCEE	9.72	2.13
		P-S	9.78 b,d	2.46
		Control	8.94	2.43
II Letters	27.87 p<.005	PCEE	6.41	2.49
		P-S	6.34 b,d	2.56
		Control	5.08	2.99
III Picture Completion	3.69 p<.05	PCEE	4.57	1.60
		P-S	4.61 b,d	1.68
		Control	4.29	1.67
IV Copying	1.85 n.s.	PCEE	2.91	1.34
		P-S	3.02	1.44
		Control	2.79	1.32
V Picture Description	16.34 p<.005	PCEE	6.18	1.76
		P-S	5.83 b,d	1.87
		Control	5.49	1.79
VI Human Figure Drawing	16.29 p<.005	PCEE	9.81	3.13
		P-S	9.22 a,b,d	3.42
		Control	8.53	3.44
VII Relationships	10.89 p<.005	PCEE	6.73	1.39
		P-S	6.48 a,b	1.72
		Control	6.26	1.54
VIII Numbers	20.78 p<.005	PCEE	8.69	3.71
		P-S	8.78 b,d	4.05
		Control	7.04	4.12
Total	31.68 p<.005	PCEE	54.98	11.40
		P-S	53.97 a,b,d	13.49
		Control	48.23	13.68

[1]Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils who had participated in the first project year program (N=681); pupils with Pre-School Experience (N=200); and, Control = pupils with no preschool experience of any kind (N=302).

[2]Results of the Duncan's Multiple Range Tests are given in the following codes:

a = the PCEE mean was statistically significantly higher than the preschool group mean.
b = the PCEE mean was statistically significantly higher than the control group mean.
c = the Preschool mean was statistically significantly higher than the PCEE group mean.
d = the Preschool mean was statistically significantly higher than the control group mean.
e = the Control group mean was statistically significantly higher than the PCEE group mean.
f = the Control group mean was statistically significantly higher than the preschool group mean.

ON THOSE SUBTESTS (measuring the areas of Picture Vocabulary, Letters, Picture Description, Human Figure Drawing, Numbers, and Total Readiness), both the Saturday School and Pre-School groups had higher mean scores than the group with no preschool experience.

ON THE RELATIONSHIPS SUBTEST, only the Saturday School group had a higher mean score than either of the other two groups.

ON THE HUMAN FIGURE DRAWING AND RELATIONSHIPS SUB-TESTS as well as on the TOTAL TEST, the Saturday School group means exceeded those of the pre-school group.

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SELF-ESTEEM

ALL SATURDAY SCHOOL STUDENTS were rated by their teachers on five-point scales taken from Coopersmith's Behavior Rating Form (1967). Ratings were made at both the beginning and the end of the program year. The results of the analyses of these ratings are in Table 4.

Table 4

A Summary of Initial and Final Teacher Ratings of Pupils' Self-Esteem (N=755)

Item		Mean*	Standard Deviation	t	p	Deficient** N	Deficient** %
1. Child adapts easily to new situations, feels comfortable in new settings, enters easily into new activities	Initial	3.42	.89	10.36	<.01	122	16
	Final	3.76	.81			60	8
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining or withdrawing	Initial	2.63	.90	2.01	<.05	84	11
	Final	2.70	.93			85	11
3. Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well	Initial	2.51	.83	5.34	<.01	88	12
	Final	2.72	.86			69	9
4. Child continually seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises	Initial	2.80	.98	4.50	<.01	88	12
	Final	2.97	.97			57	8
5. Extent to which child shows a sense of self-esteem, self-respect, and appreciation of his own worthiness	Initial	3.19	.88	10.93	<.01	140	19
	Final	3.57	.91			91	12

*It should be noted that "5" represents the positive end of the continuum represented by each scale.

**Deficiency was determined as a rating of less than "3" on each five-point scale.

THE TABLE SHOWS that by the end of the year, the Saturday School students were rated as adapting more easily to new situations, becoming less upset by failures, seeking less support and attention, and showing a greater sense of self-esteem than had been the case at the beginning of the year. These inferences are based on both the statistically significant paired observation t test results and the generally decreasing proportions of pupils judged to be initially deficient on the scales.

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SELF-ESTEEM FOLLOW-UP KINDERGARTEN COMPARISONS were made between:
Saturday School students,
pupils who had other preschool experiences, and
pupils who had no previous preschool experience of any kind.

THE CRITERION used was kindergarten teacher ratings on the five-point Self-Esteem scales. The results of these analyses are in Table 5.

Table 5

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "The Self Esteem Scale" and on "The Kindergarten School Adjustment Scale"

Item	F	Group[1]	$\bar{X}$ and Duncan's Results[2]	Standard Deviation
SELF ESTEEM SCALE				
1. Child adapts easily to new situations, feels confortable in new settings, enters easily into new activities	1.90 n.s.	PCEE	3.79	.86
		P-S	3.78	.95
		Control	3.68	.93
2. Child becomes upset by failure or other strong stress	<1 n.s.	PCEE	3.86	.94
		P-S	3.88	.86
		Control	3.85	.96
3. Child seeks much support and reassurance from his peers or the teacher	1.24 n.s.	PCEE	3.73	.98
		P-S	3.72	.99
		Control	3.62	1.03
4. Child continually seeks attention	4.60 p<.025	PCEE	4.01	1.01
		P-S	3.76 a,b	1.15
		Control	3.94	1.09
5. Extent to which child shows a sense of self esteem	4.78 p<.01	PCEE	3.42	.96
		P-S	3.56 c,d	1.00
		Control	3.29	.97

Note: Explanation of references may be found with Table 3.

There were NO STATISTICALLY SIGNIFICANT DIFFERENCES among the three groups on three of the five scales: those dealing with adaptation to new situations, reaction to failure, and seeking of support.

ON TWO OF THE SCALES THERE WERE DIFFERENCES. Former Saturday School students were seen as seeking less attention than both preschool pupils and pupils with no preschool experience.

PUPILS WITH OTHER PRESCHOOL EXPERIENCE, however, were rated higher by their kindergarten teachers on overall self-esteem than both Saturday School students and students with no preschool experience. It should be noted that these differences, while statistically significant, were quite small. The greatest differences in means between any two of the three groups was .27 on a five-point scale.

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Those With Problems Affecting Their Learning

THE TOTAL GROUP

This group included ALL OF THE CHILDREN WHO WERE DIAGNOSED AS HAVING PROBLEMS due to environmental or biological factors including: emotional disorders, learning disabilities, low intellectual functioning, mental retardation, experiential deprivation, and physical disabilities. In the first project year 347 pupils were identified by consultant specialists as belonging to this group. (They were identified in Table 6 as the Primary Target Group.)

Responsiveness, Attainments, and Attitudes

These pupils were rated by their teachers on their:

- Responsiveness to Learning Activities
- Attainment of Objectives, and
- Attitudes Towards Saturday School

during their first and last home teaching sessions.

The results of these ratings may be found in Table 6.

Table 6

A Summary of Initial and Final Ratings of Target Group PCEE Pupils by Their Teachers on Responsiveness to Learning Activities, Achievement of Concepts in Home-Teaching Sessions, and Attitudes Toward Saturday School (N=330)

Item		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
Responsiveness to Learning Activities							
a. Outgoing vs. shy	Initial	3.29	1.26	14.62	<.01	181	55
	Final	4.25	.87			60	18
b. Cooperative vs. uncooperative	Initial	3.60	1.15	12.26	<.01	149	45
	Final	4.41	.82			34	10
c. Talkative vs. hesitant	Initial	3.18	1.30	14.54	<.01	193	58
	Final	4.21	.91			67	20
d. Interested vs. disinterested	Initial	3.91	1.05	11.73	<.01	115	35
	Final	4.65	.66			22	7
e. Attentive vs. distracted	Initial	3.69	1.18	11.30	<.01	134	40
	Final	4.51	.80			35	11
Achievement of Concepts							
a. Attained all vs. none of the objectives	Initial	3.74	1.08	11.70	<.01	134	40
	Final	4.49	.75			35	11
Attitude toward Saturday School							
a. Positive vs. negative	Initial	3.84	1.08	13.07	<.01	121	37
	Final	4.65	.64			24	7

*Deficiency was defined as a rating of "3" or less on each scale.

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THESE STUDENTS (the Primary Target Group) RATED SIGNIFICANTLY HIGHER on all items at the time of their last teaching session than they did at their first teaching session. Far fewer of them were judged by their teachers to be deficient in these traits at the end of the year than had been the case at the beginning of the year. Initially, from 35% to 58% of this group were rated as being deficient. By the end of the program year, fewer than 20% were rated as deficient in any one area.

THE LEARNING DISABLED

OF THE 22 PUPILS diagnosed as "Learning Disabled" by the consultant specialist, 18 received a diagnostic battery consisting of five tests in the fall and again at the end of the program year. The results of the test comparisons are found in Table 7.

Table 7

Results of Further Screening and Final Testing of Pupils Identified to be Learning Disabled*

Name of Test		Number of Pupils Given Test	Mean	Standard Deviation	t	p	Range of Scores
Beery	Pre	18	50.33	9.85	5.78	<.01	33-66
	Post	18	61.77	12.67			36-86
Peabody	Pre	18	58.11	13.73	4.38	<.01	38-94
	Post	19	76.72	15.27			39-101
Goodenough	Pre	17	75.47	9.87	3.64	<.01	58-92
	Post	17	93.82	16.24			70-137
Oseretsky	Pre	13	59.54	7.83	7.59	<.01	47-75
	Post	13	79.77	7.11			68-91
Sievers	Pre	18	46.39	6.97	12.26	<.01	35-56
	Post	18	74.72	9.22			41-79

*Results of tests are given in months. The one exception is the Goodenough-Harris which yields a standard score with a mean of 100 and a standard deviation of 15.

As can be seen ON THE FIRST ADMINISTRATION, learning disabled pupils scored, on the average, at approximately normal levels for their age on the Peabody Picture Vocabulary Test (1959), and Oseretsky Motor Proficiency Tests (1969). At the same time, they scored considerably below the average on the Goodenough-Harris Drawing (1963) and Sievers Differential Language Facility tests and somewhat below average on the Beery Visual Motor Integration (1967) test.

THE RESULTS OBTAINED IN THE FOLLOW-UP BATTERY show that there were statistically significant changes in all tests. Pupils achieved scores considerably above average on the Peabody, Oseretsky, and Sievers tests. They scored at approximately average levels on the Beery and somewhat below average on the Goodenough-Harris test.

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LOW INTELLECTUAL FUNCTIONING OR MENTALLY RETARDED

OF 33 PUPILS REFERRED for psychological evaluation because of apparent low intellectual functioning or mental retardation on the basis of scores on the Slosson, 28 were further tested using the Stanford-Binet Intelligence Test (1960) and the Vineland Social Maturity Scale (1953).

Of these students, ELEVEN WERE DIAGNOSED AS FALLING WITHIN THE LEVELS of borderline retardation or mild retardation as defined by the AAMD. Eight of these eleven pupils were retested at the end of the program year. Comparison of the initial and final testings indicated:

Stanford-Binet Intelligence Test - The mean mental age for this group was 41.63 months on the first administration while the standard deviation was 4.68 mental age units. The scores ranged from 32 to 46 months. The mean on the second administration of the test was 53.75 months and the standard deviation was 3.87 months. The comparison made between the two means for these eight pupils yielded a paired comparisons t of 2.94 ($p<.05$).

Vineland Social Maturity Scale - The mean social age received on the first administration of this test was 51 months and the standard deviation was 8.48 months. The mean on the second administration of the test was 60.29 months and the standard deviation was 8.38 months. The paired observations t test comparing the two means was 2.76 ($p<.05$).

IN SUMMARY, OF THE 33 STUDENTS REFERRED FOR PSYCHOLOGICAL EVALUATION ONLY THREE FELL WITHIN THE LEVELS OF BORDERLINE RETARDATION ON THE FINAL TESTING. The consultant specialist for mental retardation, in reviewing these findings, stated that they would seem to indicate that the initial test performances of the children (which were indicative of low intellectual capacity) were reflecting limitations in performance rather than capacity. Stated differently, the results of the first test administration possibly reflected the debilitating effects of early disabilities and/or lack of opportunities for learning experiences.

GIVEN A PROGRAM FOCUSED ON INDIVIDUAL NEEDS, THESE CHILDREN REVEALED THAT THEY WERE ABLE TO LEARN. In addition, they were able to communicate these learnings on their follow up test protocols.

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EMOTIONALLY HANDICAPPED

OF THE 299 SATURDAY SCHOOL STUDENTS IDENTIFIED AS HAVING EMOTIONAL PROBLEMS, 241 remained in the PCEE Program until the end of the year. Of these, 239 pupils entered kindergarten in the school district in the fall, 1972.

RATINGS TAKEN A YEAR APART by both parents and teachers are summarized on the following two pages.

A page from the Beery Test administered to one of these students.

NOTE: The following illustration from the Beery Test is not available for reproduction at this time. Copyright 1964, Keith E. Beery and Norman A. Buktenica, Chicago.

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Comparison Ratings by Their Parents: One Year Apart

OF THE 239 PUPILS IDENTIFIED AS EMOTIONALLY HANDICAPPED, 223 were rated by their parents on 16 three-point items from the Glidewell Scale (1959) at the time of their entry into the Saturday School Program and again, one year later, at the time of entry into kindergarten. The comparisons of the parent ratings are shown in Table 8.

THE RESULTS SHOW that PCEE pupils identified as having emotional problems were rated by their parents as having significantly lower symptomology upon entry into kindergarten than had been the case upon entry into the PCEE Program one year earlier.

ON 15 OF THE 16 THREE-POINT RATING SCALES, the means were significantly lower upon entry into kindergarten and there were also fewer pupils rated as displaying above average symptomology than there were upon entry into the four year old program.

IT MAY BE CONCLUDED that Saturday School students identified as having emotional problems substantially improved in the areas of interpersonal interaction, psychophysical symptoms and behaviors as assessed by their parents.

Table 8

Summary of Results Comparing Parents' Ratings of the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems at the Time of Entry Into the PCEE Program and Upon Entry Into Kindergarten (N=223)

		Mean	Standard Deviation	t	p	Proportion rated above average symptomology* N	%
1. Eating (too much or too little)	1971	.90	.72	-5.22	<.01	161	68
	1972	.62	.65			120	54
2. Sleeping (too much or too little)	1971	.46	.62	-4.74	<.01	92	39
	1972	.26	.49			53	24
3. Stomach irregularities	1971	.29	.50	<1	n.s.	64	27
	1972	.27	.48			56	25
4. Getting along with children	1971	1.09	.70	-6.39	<.01	187	79
	1972	.70	.69			130	59
5. Getting along with adults	1971	1.00	.77	-7.46	<.01	165	70
	1972	.53	.76			89	40
6. Unusual fears	1971	.61	.62	-4.79	<.01	127	54
	1972	.36	.65			71	32
7. Nervousness	1971	.45	.55	-2.23	<.05	100	42
	1972	.36	.53			73	33
8. Thumbsucking	1971	.50	.81	-3.11	<.01	69	29
	1972	.40	.73			56	25
9. Overactivity	1971	.66	.74	-5.50	<.01	121	51
	1972	.43	.63			81	36
10. Daydreaming	1971	.45	.53	-2.42	<.05	105	44
	1972	.36	.51			78	35
11. Temper Tantrums	1971	.86	.56	-5.88	<.01	176	74
	1972	.62	.56			151	68
12. Crying	1971	.96	.58	-4.36	<.01	198	84
	1972	.79	.57			160	71
13. Lying	1971	.62	.53	-2.94	<.01	140	59
	1972	.51	.54			110	49
14. Tearing or breaking things	1971	.62	.52	-7.94	<.01	140	59
	1972	.31	.47			68	30
15. Wetting	1971	.55	.73	-4.23	<.01	96	40
	1972	.37	.64			63	28
16. Speech	1971	.54	.69	-7.81	<.01	98	41
	1972	.23	.53			41	18

*Above average symptomology was defined as a rating of "1" or "2" on each three-point scale.

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Ratings by Saturday School and Kindergarten Teachers: A Year Apart

THE 239 PUPILS identified as emotionally handicapped were rated by their teachers on those five items of the "Kindergarten School Adjustment Scale" which were identical to the items of the "Nursery School Adjustment Scale." Comparisons were made for these pupils between ratings made at the time of entry into the Saturday School program and exit from the four year old program and at the time of entry into kindergarten. The results of these comparisons are given in Table 9.

Table 9

A Summary of Initial, Final, and Follow-Up Teacher Ratings on Items of the Nursery and Kindergarten School Adjustment Scale for Pupils Identified as Having Emotional Problems

		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
1. Relationships with Peers	Initial	3.06	1.06	7.91	<.01	68	28
	Final	3.63	1.13	2.34	<.05	36	15
	Follow-Up	3.86	.97			19	8
2. Relationships with Teachers	Initial	3.24	1.09	6.99	<.01	53	22
	Final	3.71	1.00	1.09	n.s.	30	12
	Follow-Up	3.80	1.02			20	8
3. Creative Use of Individual Activities	Initial	3.38	1.00	10.51	<.01	39	16
	Final	4.09	.90	-2.01	<.05	9	4
	Follow-Up	3.90	.92			14	6
4. Signs of Behavioral Immaturity	Initial	3.41	1.11	7.15	<.01	46	19
	Final	3.90	.93	<.1	n.s.	16	7
	Follow-Up	3.92	1.06			31	13
5. Signs of Behavioral Eccentricity	Initial	3.56	1.10	3.65	<.01	37	15
	Final	3.80	1.02	1.82	n.s.	28	12
	Follow-Up	3.94	1.04			24	10

*Deficiency was defined as a rating of "2" or less on each five-point scale.

IT WAS FOUND THAT AT THE END OF THE SATURDAY SCHOOL YEAR pupils identified as having emotional problems were rated by their Saturday School teachers as having improved relationships with both their peers and their teachers; being more creative in their use of individual activities; and, showing fewer signs of behavioral immaturity and eccentricity as compared with their initial ratings.

AT THE TIME OF ENTRY INTO KINDERGARTEN, these pupils generally maintained the gains they had made upon exit from the program in the areas of relationships with teachers and showing signs of behavioral immaturity and eccentricity. In the areas of relationships with peers, these pupils were rated somewhat higher by their kindergarten teachers than they had been at the end of the Saturday School year, and in the area concerning the creative use of individual activities, they were rated somewhat lower. These findings may be inferred from both the results of the paired observations t tests with their attendant means and the differences in the proportions of pupils found to be deficient on the items at the three rating times.

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The Parents Rated: at Home and School

As Teaching Assistants

SIX HUNDRED AND SEVENTY PARENTS PARTICIPATED AS TEACHING ASSISTANTS in Saturday School over a sufficiently long enough time to be rated by teachers at both the beginning and end of the program year on their use of appropriate teaching techniques and their accomplishing of the task objectives assigned to them. The comparisons of initial and final teacher ratings of parents are given in Table 10.

Table 10

Initial and Final Teacher Ratings of Parents' Performance in Saturday School (N=670)

Item		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
1. On time for planning session	Initial	1.93	.26	<1	n.s.	48	7
	Final	1.93	.26			47	7
2. Willing vs. unwilling to participate	Initial	4.22	1.03	7.99	<.01	175	26
	Final	4.50	.91			83	12
3. Used appropriate vs. inappropriate teaching techniques	Initial	4.02	.85	15.15.	<.01	186	28
	Final	4.41	.75			89	13
4. Used positive vs. negative reinforcement	Initial	4.04	.90	14.44	<.01	181	27
	Final	4.43	.77			92	14
5. Accomplished vs. did not accomplish the task assigned	Initial	4.27	.83	13.19	<.01	132	20
	Final	4.61	.66			57	9

*Deficiency was defined as a rating of "3" or less on each five-point scale.

IT MAY BE SEEN IN THE TABLE that over 70% of the parents participating in Saturday School were initially judged to be using appropriate techniques and accomplishing the tasks assigned to them. An even larger majority, more than 85%, of these parents were judged to be performing adequately during the final sessions of Saturday School. There were statistically significant changes in the direction of greater use of appropriate teaching techniques and positive reinforcement as well as in parent accomplishment of the tasks assigned.

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During Home Teaching Visits

EACH PARENT RECEIVING HOME VISITS was rated by the teacher on her attitudes toward the teaching session, the teacher, and the child at the beginning and end of the program year A total of 704 parents were rated twice. The results of the comparisons made during the first or second home visit in the fall, 1971 and the last home visit in the spring, 1972 are given in Table 11.

Table 11

A Summary of Initial and Final Teacher Ratings of Parents' Attitudes Toward the Home Teaching Session, the Child, and the Teachers

Item		N	Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
Parent attitude toward teacher sessions								
a. Positive vs. negative	Initial	704	4.17	.92	11.47	<.01	176	25
	Final		4.62	.66			62	9
b. Interested vs. disinterested	Initial	703	4.17	.92	9.41	<.01	175	25
	Final		4.15	.76			70	10
c. Self-confident vs. lacking self-confidence	Initial	703	3.74	1.03	16.17	<.01	290	41
	Final		4.43	.79			101	14
Parent interaction with child								
a. Accepting vs. unaccepting	Initial	702	3.94	.94	14.42	<.01	228	32
	Final		4.51	.73			78	11
b. Aware vs. unaware of needs	Initial	702	3.50	1.03	16.33	<.01	342	49
	Final		4.21	.90			176	25
c. Motivation positive vs. negative	Initial	702	3.62	.97	16.59	<.01	323	46
	Final		4.30	.84			128	18
d. Reinforcement positive vs. negative	Initial	702	3.57	.97	17.35	<.01	347	49
	Final		4.29	.83			128	18
e. Competent vs. incompetent	Initial	702	3.74	.97	17.42	<.01	288	41
	Final		4.41	.80			106	15
Parent relationship with teacher								
a. Friendly vs. unfriendly	Initial	702	4.35	.81	12.79	<.01	128	18
	Final		4.77	.56			34	5
b. Cooperative vs. uncooperative	Initial	702	4.32	.84	8.63	<.01	140	20
	Final		4.65	.72			61	9
c. At ease vs. ill at ease	Initial	701	4.07	.97	14.12	<.01	207	30
	Final		4.63	.69			62	9

*Deficiency was defined as a rating of "3" or less on each five-point scale.

The interpretation of Table 11 is on the following page.

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IT WAS FOUND THAT INITIALLY:

a. Parents were rated by teachers as being mainly positive toward, and interested in, the teaching session both initially and finally. The large majority of parents were rated both times as being friendly toward, cooperative, and at ease with teachers.

b. A relatively large number of parents, however, were found to be deficient in their attitudes toward, and modes of interacting with, their children at the beginning of the program year.

c. About one-third were rated as being insufficiently accepting of their children and nearly one-half were rated as being deficient in their awareness of their children's needs.

d. Approximately one-half were rated as using inappropriate reinforcement and motivation techniques.

e. A little less than one-half were rated as not being competent in their interaction with children during the first home teaching session.

LARGE SHIFTS WERE OBSERVED in the summary of final ratings:

In ALL cases there were <u>statistically significant</u> changes in the direction of:
more positive attitudes toward the teaching session,
better modes of interacting with children, and
better relationships with teachers.

Concomitantly, there were large decreases in the proportions of parents judged to be deficient, especially in the areas of parental self-confidence and use of appropriate interactive techniques with children.

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TEACHER RATINGS OF PARENTS OF EMOTIONALLY HANDICAPPED PUPILS

THE PARENTS of 225 of the 242 pupils identified as having emotional problems who stayed in the program until the end of the year were rated by their child's teacher on three five-point rating scales tapping parental interaction with their children both during the first and last home teaching sessions of the program year. The results of the comparisons between initial and final ratings may be found in Table 12.

Table 12

A Summary of Initial and Final Teacher Ratings of Parents' Interactions With Those Children Who Have Been Identified as Having Emotional Problems (N=225)

Rating Scale		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
Aware vs. unaware of child's needs	Initial	3.28	1.03	10.07	<.01	50	22
	Final	4.06	.90			7	3
Positive vs. negative motivation	Initial	3.48	1.00	10.11	<.01	30	13
	Final	4.20	.81			5	2
Positive vs. negative reinforcement	Initial	3.44	1.00	10.75	<.01	30	13
	Final	4.21	.80			4	2

*Deficiency was determined as a rating of "2" or less on each five-point scale.

THE RESULTS SHOW that the vast majority (93% to 96%) of parents of pupils identified as having emotional problems were judged by their children's teachers to be aware of the child's needs and to be using appropriate motivation and reinforcement techniques at the end of the year as compared to only 78% to 87% so rated at the beginning of the program year. There were also statistically significantly higher mean ratings observed on all three scales at the time of final ratings compared to those made initially.

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The Teachers: A Report Card

Teacher Competencies

ALL SATURDAY SCHOOL TEACHERS were rated by the project director at the beginning and end of the project year on their use of appropriate motivational techniques, awareness of children's needs, and accomplishment of task objective. The results of these initial and final ratings are summarized in Table 13.

Table 13

Summary of Teacher Ratings Made By the Project Director in Saturday School at the Beginning and End of the First Project Year (N=25)

Item		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
1. Used appropriate vs. inappropriate teaching techniques	Initial	3.56	.64	10.00	<.01	11	44
	Final	4.44	.70			3	12
2. Aware vs. unaware of children's needs	Initial	3.60	.57	6.40	<.01	9	36
	Final	4.32	.68			3	12
3. Used positive vs. negative motivation	Initial	3.76	.65	5.00	<.01	7	28
	Final	4.44	.57			1	4
4. Used positive vs. negative reinforcement	Initial	3.72	.63	4.27	<.01	8	32
	Final	4.44	.57			1	4
5. Accomplished 100% vs. 0% of task objectives	Initial	3.40	.57	4.00	<.01	14	56
	Final	3.84	.37			4	16

*Deficiency is denoted by a rating of "3" or less on each five-point scale.

THE RATINGS INDICATED that while at the beginning of the first year of project operation from one-fourth to more than one-half of the teachers were judged to be deficient on the items of the Teacher Rating Scale, at the end of the year most of these teachers had sufficiently changed so as to be no longer rated as deficient. The results also show that there were statistically significant changes on all scales in the direction of more positive final ratings.

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Relationships With Parents

ALL SATURDAY SCHOOL TEACHERS were rated by the project director both at the beginning and end of the project year on their modes of interacting with parents and on their effectiveness in demonstrating appropriate teaching techniques to parents. The comparisons of these initial and final ratings are given in Table 14.

Table 14

Summary of Ratings of Teachers' Interaction With Parents in Saturday School at the Beginning and End of the First Project Year (N=25)

Item		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
1. Evident vs. not evident respect for parent competencies	Initial	3.72	.60	4.33	<.01	7	28
	Final	4.28	.60			2	8
2. Positive vs. negative relationship with parents	Initial	3.76	.59	8.00	<.01	8	32
	Final	4.52	.64			2	8
3. Effectively vs. ineffectively demonstrated appropriate teaching techniques to parents	Initial	3.56	.70	4.53	<.01	12	48
	Final	4.32	.68			3	12
4. Effectively vs. ineffectively demonstrated positive motivation and reinforcement techniques to parents	Initial	3.68	.68	4.53	<.01	9	36
	Final	4.44	.57			1	4

*Deficiency is denoted by a rating of "3" or less on each five-point scale.

THE TABLE SHOWS that, again, one-fourth to one-half of the teachers were judged to be deficient in the areas rated initially, but that by the end of the year fewer than 15% of the teachers were found to be deficient in their interactions with parents. In addition, statistically significant changes were found on all scales showing teachers to be interacting more positively with parents at the end of the project year than at the beginning.

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The Findings: A Summary

THE RESULTS WHICH HAVE BEEN PRESENTED clearly indicate that the Saturday School Program has been effective with students, parents, and teachers.

THE STUDENTS, as a whole, have shown growth both in cognitive and affective areas of development. Preliminary follow-up has shown these skills to be maintained. Special assistance to the handicapped, whether they have evidenced emotional or learning difficulties, has resulted in the amelioration of these problems.

THE PARENTS, as a group, have shown increasingly positive modes of perceiving and interacting with their children. They have shown appropriate teaching techniques including reinforcement procedures and accomplishment of task objectives.

THE TEACHERS were found to have increased their use of appropriate teaching techniques and in the positiveness of their relationships with children and parents. Continual teacher planning and assistance by consultants have aided this staff development.

While it has not proven possible to change 100% of each group on every aspect measured, THE PROGRAM has apparently effected CONSIDERABLE CHANGE in the VAST MAJORITY OF PUPILS, PARENTS, AND TEACHERS INVOLVED IN IT.

THE EVALUATION OF ALL COMPONENTS OF THE PROJECT WILL CONTINUE for the next one and one-half years. This evaluation will include not only each new group of pupils and parents in the Saturday School Program, but it will also be broadened in scope to follow up the pupils as they progress into the primary program. Where possible, attempts will be made to also gather data on parents after they have left the program.

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One Mother's Response:

February 18, 1973

Dear Saturday School Director -

I thought I would take the approach (director) since I didn't know whether you are a Miss, Mrs. or Ms.

To approach the Saturday School Program in a few sentences would be next to impossible, but I will try. Frankly, when I first heard of this program I was willing to say, "Who needs it?" Surely children in this area have many benefits and what could this program add? Well each week, I eat my words! Connie has learned so many things in the proper manner, and presented in such a way

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that it would seem just a natural progression of facts and not a "cramond" in type of approach.

Your program evidences all the love and knowledge of well qualified individuals who really want to impart knowledge to these young eager minds.

My only regret is that Connie is the last of our family of eleven children, and with a beginning such as she has, she is certainly going to find school a happy and rewarding experience.

Thank all of you for the unmentioned hours of preparation and hard work that have made this program outstanding. I hope you get the enthusiasm in the eyes of your pupils as we parents do.

Most sincerely,

Rosemary Childress

Title III, Sec. 306, ESEA

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